

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301		FOR TEA USE ONLY Write NOGA ID here:	
Grant Period:	May 1, 2018, to August 31, 2019		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 JAN 30 AM 8:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Application deadline:	5:00 p.m. Central Time, February 6, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Arp ISD	212901			
Vendor ID #	ESC Region #			
	VII			
Mailing address	City	State	ZIP Code	
101 Toney Drive PO 70	Arp	TX	75750	
Primary Contact				
First name	M.I.	Last name	Title	
Joy	J	Rousseau	IT Director	
Telephone #	Email address		FAX #	
903 859-8482	joy@arpsid.org		903 859 1671	
Secondary Contact				
First name	M.I.	Last name	Title	
Shannon	J	Arrington	Superintendent	
Telephone #	Email address		FAX #	
903 85908482	ar@arpsid.org		903 859 1671	
Part 2: Certification and Incorporation				

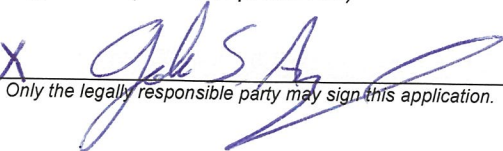
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Shannon	J	Arrington	Superintendent
Telephone #	Email address		FAX #
903 859-8482	ar@arpsid.org		903 859-1671

Signature (blue ink preferred)

Date signed



02/01/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Schedule #5—Program Executive Summary

County-district number or vendor ID: 212901

Amendment # (for amendments only):

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By TEA staff person:

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

We are planning to service all students on the Arp Junior High Campus & Arp High School Campus (456 students). Arp Elementary Campus successfully implemented a TLG grant in 2013. Those students are now on the secondary campuses and need access to TLG resources.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

EQUITABLE ACCESS: Arp secondary campuses will insure equitable access to personal technology devices through a well established check-out program. Our teachers utilize a rubric to determine which students will have priority check out privileges to hotspots. We do serve our ECON DIS students first. The district has also supported a BYOT policy for many years, but with approximately 60 % economically disadvantaged students district-wide, there are very few students who can take advantage of this offering. We have had device check-out policies in place for 8 years, but have not had the amount of devices or hotspots needed to provide to all students. **CURRICULUM INTEGRATION:** The district technology infusion goals include providing age-level appropriate technology applications skills for all students and promoting excellence in education through research-based strategies such as blended and personalized learning and differentiated instruction. You can read our infusion goals at: <https://sites.google.com/a/arpisd.org/technology/departments>

The District Goals also reflect priorities for future-ready students. These can be read at:

https://sites.google.com/a/arpisd.org/superintendent_site/school_board The District has prioritized postsecondary readiness for all students through our membership in Tyler Area Partnership 4 Education. We work with higher ed, k-12, financial institutions along with businesses, chamber groups, faith-based groups among others.

<https://www.youtube.com/watch?v=Qq0jKomQ1-E&t=2s> We have been able to focus our attention on areas of learning that make a difference to our graduates. We send out data to the National Student Clearinghouse to give us trends and identify gaps in our teaching and learning practices. As a result of this data (last 3 years) we have improve and augmented our math, science, CTE, and STEM offerings to all students which require better access to online resources and tools. We have in place a Rollout Workshop for Laptops and iPads. We have device-care workshops, checkout contracts, parent/student agreements, guidelines and procedures, These can all be accessed at Device Central:

https://sites.google.com/a/arpisd.org/technology/general-information/device_central **PROFESSIONAL DEVELOPMENT & MENTORING:** We offer face-to-face workshops and videos for teacher to use with all students (in each English class) and workshops for parents afterschool. We also provide district produced DVDs for the home to help parents gain information about Internet Safety and the FBI Recommendations for the Home. We also support a news blog for parents to refer to for information. Arp ISD utilized student PC tech students in SWAT (Student Working to Support Technology) Integration Teams so that each secondary classroom is able to have a SWAT Team member available when technical questions arise. Over the past 5 years we have seen mobile device use being used in blended classrooms on a steep climb. We see less and less resistance to blended learning with all educators. We have built a team of mentors that can assist teachers in overcoming their initial fears of producing digital content, online Curriculum Calendars and researching URLs for TEKS-based instruction. Arp ISD also has had a significant teacher turn over (for a small school) of teachers who have excellent blended learning experience. They are often targeted by larger, better paying districts. This turn over is fairly constant due to the outstanding portfolios of blended learning by Arp ISD educators. Here are some examples:

- HS Science <https://sites.google.com/a/arpisd.org/shisci/>
- HS Computer Science: https://sites.google.com/a/arpisd.org/mr-payne/home/CompSci1_Course/1st-9-weeks
- HS Digital Media: https://sites.google.com/a/arpisd.org/pawlik_technology/home/digital_media
- JRH Computer Apps: <https://sites.google.com/a/arpisd.org/dacus-bits-and-bytes/>
- JRH ELA: https://sites.google.com/a/arpisd.org/ellis_tiffany/ela
- JRH Math: <https://sites.google.com/a/arpisd.org/mrs-bynums-math-site/home/module-2-rational-numbers>

Built-in professional development days will be used to assist teachers in researching, planning, and implementing blended learning and digital content for their classrooms. The administration will hold faculty members accountable for moving up to the top levels in LoTI during the grant period. (<https://sites.google.com/a/arpisd.org/technology/home/loti-1>)

To maintain a robust blended learning program, it is imperative to provide professional development for new faculty members to bring them up to speed with blended learning and differentiated instruction strategies. Adding to our collection of lending devices and supplying hotspots for home access are also our current concerns. These are the three areas we would like to address in this grant. To address the first issue we will hold a summer camp for new and veteran mentors to hone skills in the understanding of adult coaching and mentoring in technology integration strategies for each grade level in the grant (6th-12th). We will provide mentors with rubrics to address each skill/content they will share with their peers.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The All STARS (All Stakeholders through Technology Achieve Real-World Skills) Program will provide all students 6th-12th grades (456 students) the technology devices & access to digital content as needed 24/7. The All STARS Program will assist the district in closing the gap between those who have access to digital resources and those who do not (~54% of students are economically disadvantaged). We have surveyed parents and have found that the area of East Texas is plagued by "dark regions" – without Internet services. The All STARS Program will provide students with a wireless device that allows them to download content while in "lit regions" such as in district & commercial facilities and to utilize all types of productivity tools while away from "lit regions". Each student will also be given access to hotspot (if useful), digital textbooks, cloud storage, blog space, interactive collaboration tools, and instructions on how to access and utilize these elements. **Historical Information:** The All STARS Program was implemented on elementary campus (K-5th grades) four years ago. We have loaned out over 600 laptops without any being stolen or lost and with less than 1% breakage. Students receive detailed training each year on how to use, care for, and maintain their devices. **Parent Involvement:** We will again offer parent workshops during contract signing & device rollout to explain grant goals and Internet Safety. In the past, we have had over 68% parent participation in these workshops. We will use this successful model on the secondary campuses. **Policies:** We have in place contracts for students and parents, insurance options, guidelines, acceptable use policies, posting policies, and professional development policies. We have also implemented a BYOT policy with board approval even while realizing that over 54% of our students do not have their own technology to bring to school. The All STARS Program will insure a leveled playing field for all students at Arp ISD students. **PD:** Arp teachers have been working on digital content for more than 5 years and have successfully created their own instructional Blogs & Websites. The junior high teachers were mentors for a 2-district Connection grant (Bonham HS & Arp HS) because of their expertise in technology integration (as featured in Power-On Texas Website). Mentor teachers will assist peers on the secondary campuses. Each teacher will be given the opportunity to participate in blended offerings of face-to-face PD, one-to-one mentoring, and online technology integration offerings through 3rd party providers, and the district Technology Integration Quickstarts: <https://sites.google.com/a/arpisd.org/qstarts/> **Digital Content:** Students will have access to online content through digital text book publishers such as Pearson and Glencoe. They will also have access to myriads of online providers (examples: Study Island, SimpleK12, EasyTeach, Gizmos, Education City, SmartyAnts Reading, IXL, ePals, and EasyTech.) All of these were adopted within the last 2 years. **District Objectives & Academic Achievement:** The district's technology plan is clearly curriculum driven and has built-in online formative assessments in each content area for monitoring and adjusting grant/district goals and objectives. Our primary concern will be improvement in the areas of Math, Writing with Reading across the curriculum (6th-12th), postsecondary readiness through integration of CTE & TA courses objectives into all subject areas. **Research:** **The All STARS Project will base all Professional Development upon the following research studies to assist teachers in creating the type of environment where students can extend their learning capabilities 24/7.**

- **Hybrid/Blended Model:** A meta-study (July, 2009) by the U.S. Department of Education (ED) reports that one of the most successful methods of improving student achievement is to provide them with a blended learning environment (both online and face-to-face). The report asserts that hybrid courses help to boost student achievement above other types of environments. Arp ISD has experienced a leap in student success due to offering hybrid courses. This success has been dramatic especially with special needs students (ESL, 504, ECD, and certain ethnic groups). The All STARS project will give all stakeholders the opportunity to gain pertinent skills using a blended (hybrid) learning environment.
- **Flipped Classroom Model:** A natural progression from blended courses is the idea of "flipping" the classroom. In this model once short content videos are available, the students are able to access the content at home and spend class time in guided practice, projects, discussions, social interactions, productivity – all the things we often say we do not have time for during a class period. Availability of content using audio & video demonstrations 24/7 also allows parents to become partners in the learning process.

Personalized Instructional Model: The US Depart of Education is now looking for schools to use their technologies to create uniquely personalized instructional models. A video is available at: <http://www.ustream.tv/recorded/23903135> The All STARS project Team has been looking at this capability and will be working toward this goal in the coming school year. It is a natural progression from our data-driven instructional model that we have had in place for over 8 years. Teachers will receive updated PD on how to improve their teaching & learning (T&L) based on this model.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 212901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$2000	\$0	\$2000
Schedule #9	Supplies and Materials (6300)	6300	\$3110	\$0	\$3110
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$44890	\$0	\$44890
Total direct costs:			\$50000	\$0	\$50000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$50000	\$0	\$50000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$n/a
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 212901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Mentor training during camp for 4 teachers (\$500 each) and 3 administrators (\$0 each)	\$2000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$2000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$2000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 212901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: HotSpots	\$3110
Grand total:		\$3110

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 212901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 212901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Small footprint tablets with large harddrives	54	\$340	\$18360
2	iPad Mini4	70	379	\$26530
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$44890

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	244	54%	The data we have currently collected should be assumed to be low as our elementary campus is over 60%.
Limited English proficient (LEP)	9	2%	Arp ISD is unique in our area for having a low # of LEP students.
Disciplinary placements	0	0%	We currently have no students in JJAEP. We average 1 or 3 a year and house them in our own facility. They have access to online course work.
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							60	70	60	73	55	73	65	456

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Schedule #13—Needs Assessment

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Instruments: Stakeholder surveys, Teacher observations, LoTI Charts, Inventory data, Network Logging, Teacher Requests through bi-annual classroom survey, maintenance requests, administrative/department chair interviews, online student assessment, and Board of Trustees polling, student checkout data, assessment of digital content through teachers’ blogs, Edmodo, Epsilen, third party providers, and adopted texts and software packages. Analysis of STAAR data and LOTI walkthroughs and observations helped the administrative team to find areas that need improvement by teacher, by student, and by grade level. The All STARS Project (All Stakeholders thru Technology Achieve Real-world Skills) will provide the resources necessary for all students/parents/teachers/administrators to succeed. It will concentrate on the areas of need: equitable access to technology tools, skills in Math, Writing/Reading across the curriculum and postsecondary readiness.

Research: The Grant Team traveled to TCEA conference in 2017 to researched wireless devices and programs that would help Arp students in the areas of postsecondary readiness. The All STARS Program Director, Dr. Joy Rousseau, works closely with Tyler Area Partnership 4 Education & SUPERNET Consortium to prepare Arp ISD students for successful futures. The district utilizes DMAC, Study Island, Education City, Pearson Science & ELA, EasyTech & EasyTeach, IXL, TSI, et.al. to collect formative data on students. Because the Arp Elementary already has a 1:1 initiative the secondary campuses were selected for this proposal. Teacher surveys expressed the need to assist all secondary students in gaining technology applications and postsecondary skills. These skills include the essential soft skills of self-motivation and self-management, adaptability, problem-solving, leadership, the ability to plan for the future, fairness, compassion, ethical behavior, collaboration and communication. AND age appropriate transferable technology & career-oriented skills (Essential Skills: https://www.jobbank.gc.ca/es_all-eng.do). These essential (SCANS-based) skills are all areas that can be heavily supported through the use of transparent technology tools.

Analysis of Data: The district site-base committees, administrative team, school board and partnerships have collected data from the National Student Clearinghouse, DMAC, benchmarks, 3rd party Learning Management Systems, observation, and stakeholder recommendations. We recognize trends in subpopulations and in the general population. Our findings include needed progress in postsecondary success through certifications, degrees, or completion rates. We are working to alleviate the historical illiteracy rates in our area and to give students vision beyond low-level jobs in the oil and gas industries.

Identified Needs: The continuous improvement cycle requires the district to dynamically adjust to the needs of our students. Working with our partnerships, higher ed institutions and collaboratives, we have found areas of need in postsecondary readiness (successful completion of certifications or degrees), math and reading/writing skills. Recent research (The EveryGreen Education Group, 2018) on blended learning and its success rates has demonstrated the following:

- Middle school students averaged 242% of typical growth in math
- 100% graduation rate
- 78% of graduates went directly to college
- 50% increase in reading scores in a quarter

Arp ISD sees blended learning as a step in the right direction for addressing our needs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	With ~54% of the secondary campuses economically disadvantaged, we have a need to provide the devices that will download and contain the digital content provided by the district.	Recently, the Arp area Internet Service Provider to a large number of homes filed for bankruptcy. Many Arp students live in "dark, unlit" regions without access at home. However, the Arp district has been aware of this issue and has been working to provide digital content through devices that are capable of holding large amounts of content. Purchase devices that not only connect to the Internet wirelessly, but provide enough storage space to hold digital content for those homes that are unable to obtain a wireless signal.
2.	Providing Internet Access to homes that are capable of receiving wireless signals.	We have been successful in teaching Jr H & HS students how to download the digital content to their systems and view the content while at home. This has been a temporary solution as students are unable to interact, view simulations, complete online assignments through cloud providers, or collaborate 24/7. The district will loan out wireless hotspots to students who are capable of acquiring signals and who request them for productivity, projects or for tutorials outside of the extended school day.
3.	Teacher professional development (PD) is needed to help faculty members acquire the skills to assist students 24/7 using digital content and assessments for teaching & learning while adding enrichment capabilities of student-loaned systems.	Teacher Mentors will share their knowledge of how to support digital content & devices 24/7. Just-in-Time training is needed for teachers through online professional development, peer mentors, and trained student experts who can travel to the classroom when help is needed. TA and 21 st Century Skills training will be provided by Mentors, Workshops, Youtube, 3 rd party providers and online professional development for all stakeholders
4.	Parental Workshops are needed to help parents understand the grant initiatives and how to manage and monitor take-home devices.	Parent workshops will be provided by grade level by the Grant Team. It is at these afterschool workshops that devices will be deployed and contracts signed.
5.	Administrative and Board of Trustee professional development is needed to keep the district leaders involved in monitoring the progress of the grant initiatives.	The Technology Director will give board training on how to manage and utilize a wireless device using BoardBook. It is imperative that the board of trustees model use of digital content, understand the benefits and the limitations of wireless access in our area.

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Schedule #14—Management Plan

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	Dr Joy Rousseau has successfully directed grants for over 20 years. Her degrees are in Computer Science, Curriculum & Instruction, and Education Administration. She has been technical advisor to FCC, NETNET, SUPERNet, TCET, ISTE, and international organizations
2.	Superintendent	Shannon Arrington has been principal of Arp Elementary and Arp High School before taking position as Superintendent. He is well versed in LoTI and iNACOL standards
3.	Mentors	A select group of teachers and 3 administrators have experience in working with peers to build blended learning sites and evaluating digital content.
4.	ESC7 Rep	ESC7 will assist the district in data disaggregation and analysis. We have contracted with them for several years to host our data and to deliver PD.
5.	Faculty/Students	SWAT Team and Faculty work together as partners in promoting technology.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	The Stakeholder will understand how to utilize the digital device: -- to maintain it, --follow the AUP, and Internet Safety, --and access needed content	1 Mentor PD & then Teacher PD F2F on Device Features & Use	6/1/2018	9/20/2018
		2 Student/Parent Workshop Face-to-Face on Device Features & Use, Contracts & Guidelines	08/14/2018	09/28/2018
		3 Device Rollout with AUP Policy Workshop	08/14/2018	09/28/2018
		4 Online Tiered Tech Integration PD	08/14/2018	08/31/2019
		5 Peer/Student Mentoring - new devices & software	08/14/2018	08/31/2019
2.	Faculty/Students demonstrate proficiency in creating/evaluating digital content & publishing for instructional use	1 F2F Workshops (supported by online QuickStarts	07/16/2018	09/03/2018
		2 Online PD for iMovie, iLive, Audacity, FreeStudio	05/01/2018	On Demand
		3 Peer Mentoring using Concept Lessons	09/03/2018	On Demand
		4 Student Mentoring teacher on tech tools	09/15/2018	On Demand
		5 Administrative Team Review loaned devices (Numbers, %, & populations)	10/25/2018	08/31/2019
3.	Stakeholders will participate in formative evaluations using the LOTI & HEAT, online self-reporting surveys, and online student content-based assessments.	1 Pre-evaluations	05/01/2018	09/15/2018
		2 LoTI Walk-thru, formative evals by admin team	10/15/2018	2 per semester
		3 Survey all Stakeholders for formative assessments	11/01/2018	Each Semester
		4 Analyze 9 Wks data collections	each 9 wks	07/01/2019
		5 Evaluate student/faculty/parent needs, adjust	At Semester	8/31/2019
4.	Cycle through evaluation, analysis, adjusting processes & procedures for success	1 Revisit Initiatives, Publish Info & Adjustments	At Semester	End of Grant
		2 Model, Celebrate & Highlight Best Practices	At Semester	End of Grant
		3 Monitor and adjusting for diff learners	each 9 weeks	End of Grant
		4 Update PD to address ALL learners	Each 9 weeks	End of Grant

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STUDENTS: Best practices concerning student assessment, digital content & data collection provided through current technologies requires delivery of quality feedback to achieve increased student success and quality instruction. Arp students will gain digital instruction an array of teacher-created and 3rd party providers. Online assessments will assist the teaching and learning (T&L) processes. Students will have the ability to demonstrate achievement using: online benchmark assessments, through student online portfolios, as well as reflection on learning objectives via district provided Blog space. Numbers, use, % of spec populations for devices loaned will be tracked. **PARENTS** will have access to online grades and progress reports. Newsletters, Parent Workshops, Open House, Websites, WallWisher, Twitter, teacher blogs, and six weeks hardcopy reports will keep parents involved in the learning process. **FACULTY:** Using the 4 strategies documented by Dr Marzano (interactive tools, Internet, online assessments, and teacher collaborative feedback), faculty members will be flexible in adjusting the T&L environment assisted by online & classroom technologies. Student achievement will drive this project. **ADMINISTRATORS** will be able to evaluate & assist student achievement through current data. This data will drive instruction, whether digital or through observation. **GRANT TEAM** (admin, mentors, proj dir) will be able to monitor differentiated instructional choices based on current student data. Flexibility will be on-going in the T&L process accommodating time for collaboration, communication, adjustments, and feedback during the course of the program. **Best practices**, according to The Journal of Information Technology Education (2006), student e-assessment optimizes the continuous improvement cycle by assisting in measuring & analyzing data and artifacts gathered about a learning objective. Assessment encompasses a range of activities including testing, performance, project ratings, and observations (Orlick, Harder, Callahan & Gibson, 2004). The All STARS Project will align curriculum to reflect the desired progression and development of learners using iNACOL, SBEC competencies, LoTi walkthrough evaluations, TEKS-based online assessments, self-reporting surveys, journaling, project-base rubrics, collaboration, eFolios, and instructional blogs, surveys of all stakeholders, learner-centered outcomes and professional development certifications. Multi-faceted data will demonstrate the achievement level of learning & will drive the decision-making process for equitable access.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing & Ongoing Participation: All Arp ISD stakeholders are surveyed at least once a year and often more than twice a year with respect to technology initiatives, instructional strategies, and needs assessments. The outcome of these surveys prompted the district to seek alternative funding to provide a more technology enriched learning environment. **Survey responses:** Teachers request more systems and additional software. **Parents:** overwhelmingly included two major items: a take-home device and Internet Safety Workshops. **Administrators:** exhibit requests for more PD on LOTI and technology integration. The All STARS Project will accommodate all the above. It is important that access be available before all the other facets of the initiative are attempted. Experience with many Arp ISD teachers has shown that by providing students with a digital device and Internet access to the home, teachers become more earnest in providing digital content and technology integration activities. **Historically:** Arp JH School was an unacceptable campus before beginning their PD in LoTi and hybrid course provision. Within 2 years they became an exemplary campus using the technology training and devices provided by the district. These teachers became mentors for a bi-district Connection Grant & are featured in **Power On Texas** videos for best practices. As converts from 19th Century to 21st Century strategies, they have become enthusiastic and true motivators. Other secondary instructors have seen this progress and have expressed their desire to be incorporated into the process of re-defining education with hybrid & flipped classrooms using digital content and current technologies. The end-of-year survey (2016-17) overwhelmingly supported tenets of this project. **Ongoing:** The Grant team (director, admin, mentors, and lead teachers) will work in small groups and individually with each teacher to make sure that their concerns and needs are met. Additionally, teachers will be able to determine their own technical needs and online PD choices creating a true learner-centered project. **Research:** The Evergreen Education Group recently published their finding for success with blended learning with the following statistics: 242% typical growth in middle school math, 100% graduation rate, 78% postsecondary readiness, 50% increase in reading scores in a quarter.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre testing through online benchmarks in core content, surveys & TA Skills Assessment	1.	Study Island, IXL, Learning.com,
		2.	Survey Students, Parents, & Board (Access, Use, K & S)
		3.	LoTi Survey for Teachers & Administrators (Levels of Integration) with TTESS PD-Set Goals
2.	6 th -12 th grades: Six Weeks Benchmarks & online surveys	1.	Study Island, IXL, and Teacher-created Benchmarks
		2.	TTESS Walk-thoughts, Online portfolios
		3.	Teacher updated Course Websites
3.	Direct Observation	1.	Peer Mentoring & Coaching Rubrics
		2.	Administrative Team Walkthroughs using LoTi & HEAT Tools
		3.	Grant Team Observations & reviews
4.	Data Collection & Analysis each six weeks on #, %, populations & use of devices	1.	Teacher generated reports for re-teaching, progress reports/PD certs
		2.	Grant Team: Achievement, digital assign, device use & ration reports
		3.	Stakeholder surveys, recommendations for formative adjust. #participation
5.	High-stakes summative testing, reporting & analysis of all data collected	1.	Data collection, reports analyzed, cycling to new needs assessment.
		2.	STAAR & EOC reports
		3.	Year-end online reports from 3 rd party assessments.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The cycle of Evaluation/Analysis/Needs Assessment/Action Plan/Implementation will be a continuous process throughout the project. Accountability process begins with a pre-assessment of all stakeholders. **STUDENTS:** Teachers will gather baseline data from each student using online TEKS-based assessments in all core areas and technology applications using Learning.com, Study Island and other grade level appropriate providers. Quantitative data will be supplied by online TEKS-based benchmark assessments, & eFolios availing educators immediate feedback. Using numbers, % & ratio of loaned devices per specific student sub-populations, baseline data will consist of both qualitative & quantitative data: benchmarks, surveys, LoTi evaluations, TTESS, and EOC/STAAR scores. Formative data will also include online reports from PD providers & number of active teacher website/social media collaborations. Teachers will gain PD on how to adjust instruction based on an array of assessments by the Grant Team. Student and teacher products will be submitted Websites and eFolios for formative and summative evaluations by the administrative team. Teachers will gain professional development on how to disaggregate data through ESC7. Current data will help guide, adjust, and modify instructional strategies. **TEACHERS:** Teacher self-reporting surveys will provide level of technology expertise. The SimpleK12 assessment & Atomic Learning Certification Process will determine all educators' level of competency in technology applications (LoTi=SBEC/NETs), technology integration and online digital content production skills. Feedback by principals and teachers will support the teachers' personalized professional development plan to track the teachers' completion of prescribed training. Online certifications are generated by the Arp ISD online PD selections. Student achievement will include the # of CTE & TA certifications. Administrative LoTi walkthrough instrument will assess by direct observation the technology integration strategies utilized in the classroom. **ALL STAKEHOLDERS:** Surveys will be distributed for baseline qualitative/quantitative data to all stakeholders. This data will comprise the baseline from which all proceeding assessments will be measured. The Principal and campus-based team will build password protected content area TEAM Folders to distribute, analyze, and make data-driven instructional decisions using current data from each grading cycle. Teachers will meet with administrators to discuss progress and data at the end of each six weeks, submitting recommendations for modification of initiatives or tweaking of processes and procedures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Arp ISD already has in place a lending program with contracts, guidelines, and procedures. There will be no expense except printing paper contract copies and the district will absorb those costs. The board of trustees has approved a district charge of \$35 per year as a checkout fee to build a "self insured" fund for damages. This fee can be waived by the campus principal who is aware of special family conditions where a \$35 fee might be too burdensome on the family. Grant funds will be used to purchase electronic devices & hotspots for 6th-12th grade student lending program. After looking through our student population, analyzing survey data, and polling teachers on required devices, this proposal has set the following numbers and models for loan: 6-7th grades – 70 mini4 iPAD and 8th-12th grades – 54 PC Tablets at a cost of \$44890. The district has already purchased 200 netbooks, 32 laptops & 100 iPads. These will be added to the lending pool.

Internet Access: The district already has in place wireless access throughout each campus and common spaces with wireless access in the stadium, field, parking lots, outside picnic and play areas. The district opens its wireless network to the public at 3:30PM and weekends for access by any student.

The remaining grant funds (\$3110) will be used to supply wireless hotspots to students who are confined at home for significant periods of time or who have online tutorial/acceleration/dual credit/remediation or other course work that requires Internet access in the home. We will enable students who need home access to check out hotspots for a contracted period of time, depending on need. These hotspots will be rotated for use in homes that are able to actually gain a wireless signal. We are looking to maintain these hotspots even after the grant period expires. To do this, we are looking at what our district could afford to maintain. We currently have 4 hotspots that we maintain for checkout. We will be able to manage 25-30 additional hotspots even beyond the grant funding period.

Digital Content & Storage: The district will also provide the following: Online content through teacher blogs & websites, Edmodo, Google Classroom, 3rd party content providers (Study Island, IXL, Khanacademy, ePal projects, EasyTech, , Gizmos, Cybrary, Learning.com and myriads of free interactive sites & apps) , and digital textbook providers: Pearson & Glencoe, Houghton/Mifflin. The district provides students with cloud storage through GSuite and Office 365, Edmodo, Google Classroom & Dropbox. The district also provides all students with email, eFolio space and private blog space & Google Sites.

Professional Development & Training: The district provides all stakeholders with face-to-face workshops and online PD through online QuickStarts & PD Modules (Mentoring with Technology & Teaching 21st Century students). Dr Rousseau's Technology Quickstarts provides PD for all initiatives in the district. These include videos, screen shots, procedures, updates, policies, and procedures. The district also provides opportunities for peer tutoring and SWAT teams. Peer mentors (with stipends) and student experts (Students Working to Assist Technology – SWAT Teams) are available to teach one-to-one and will continue to provide support for this project.

The district has supported and provided PD on Levels of Teaching with Innovation (Levels of Technology Integration – LoTi) and H.E.A.T – Higher Order, Engaged, & Authentic use of Technology modules to the H.S. & Jr H campuses during a Connection Grant. These modules will be updated and improved for the All STARS project.

Parent/student workshops are also provided on a regular basis and during device rollouts to answer questions and to help support the devices & digital content in the home environment. The district will continue this service for this project. A parent workshop has already been announced for August 2, 2018 to share Internet Safety, CIPA, and for input into technology planning. **Maintenance & Care:** The district provides spyware, adware/malware, and virus protection, URL remote content filtering and tracking, etching of school logo, protective case and surge protector. The district will also provide self-insured damage replacement and maintenance service for parents who wish to participate.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ALL STARS grant initiative has the following goals:

- All students will have access to current technology tools for supporting student achievement
- All Students will gain postsecondary skills through engaging & blended-learning instruction
- All Students will have access to online resources for extending the learning possibilities 24/7.
- All stakeholders will benefit from a robust and safe online learning experience through the grant lending program.

We have already begun to notify our stakeholders of the possibility of these initiatives:

https://sites.google.com/a/arpisd.org/technology/company-blog/tlg_18_19

The Arp ISD Mission Statement: **Arp ISD will assist educators by promoting meaningful and ongoing professional growth through effective teaching strategies that will engage learners and target postsecondary readiness.**

The district goals are posted here: https://sites.google.com/a/arpisd.org/superintendent_site/school_board and mirror the ALL STARS initiatives. The following all our goals and some of our examples copied from that page.

1. **Provide each stakeholder the opportunity to grow to their potential by providing best practices in teaching and learning.** Examples:

Blended and online learning opportunities

Dual Credit Courses & Acceleration Courses (online)

TxVSN & SUPERNET Virtual School Courses

Certification Courses

Model United Nations Participation

FFA Leadership Participation

Robotics, Computer Programming, [PC Tech](#) and [STEM Curriculum](#) including Gaming & Robotics Clubs & Summer Camps

Cross-curricular and Hands-on Projects

[Technology-rich Classrooms](#)

2. **Expand learner responsibility through individualized learning by supporting student-centered, career & post-secondary readiness, online learning, and highly challenging STEAM curriculum**
3. **Promote 24/7 digital learning & communication through policy updates and financial, technical, and online support.**
4. **Provide opportunities for students to learn character development through global communication, collaboration, service projects and community/global involvement.**
5. **Fiscal Responsibility through use of alternative funding and open educational resources.**
Examples:
 - a. Free Google Apps & Cloud Storage
 - b. Over 300 Free Apps for iPad
 - c. [Free energy through Solar Collection Matrix](#)
 - d. Free Curriculum through OER (YouTube, iTunesU, Vemio, SUPERNet Shares, etc)
 - e. 80% Reduced expenditures through E-rate funding

6. **Maintaining a safe and secure learning environment for all stakeholders**

7. **Seek opportunities to build community/global Partnerships and Involvement.**

The Arp ISD Technology Mission statement is: to empower all stakeholders with current technology tools, knowledge and skills for ethical 21st-Century collaboration, communication, productivity, creativity and advanced career skills. The Dept's goals can be found at:

<https://sites.google.com/a/arpisd.org/technology/home/newskill>

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESTABLISH NEED: Arp ISD has used a rubric to determine who will need the wireless hotspots and for what length of time. It may be accessed here: <https://tinyurl.com/y7agqlym>. The priority for lending hotspots goes first to economically disadvantaged students who have assignments or online work to engage in while at home. We have used this rubric in the past with 4 hotspots and it was very successful. We hope to increase the number of hotspots from 4 to 25-30 using these grant funds. We are only requesting this number so that we are able to continue their use after the grant period is completed.

UNLIT HOMES: We recognize that not all homes will be able to gain the wireless signal strength to utilize the hotspots. We have many areas in our district that remain dark due to their locations. We have surveyed our students each year to find out who is able to get Internet access. Even our non Econ Dis students are unable to get access. Additionally, the Superintendent and the Technology Director of Arp ISD, who live in a lake community, are unable to get access. Dr Rousseau purchased a cellular booster (\$1000) to help teachers gain access to cell phones on new JH campus. She purchased a cellular booster for her own home (\$400) to get 1 to 2 bars of cell phone service. UNTIL more cell towers/antennae are enticed into East Texas, we will not solve the access issues here.

LIMITATIONS: Relizing our limitations, we have opened our bandwidth to the public every school day at 3:30PM and on weekends. Our filtered wireless signals accommodate over 450 visitors a month according to our logs. We find most of these visitors in our gyms, field & stadium areas, and parking lots. These areas accommodate many students at the secondary level by giving them the ability to gain access to online courseware and collaboration tools. Since Arp ISD is located in a very small town and has a very small footprint on the county map, it is not difficult for us to accommodate access in our "common" areas after hours for the benefit of most students.

It is not from lack of trying. Last mile access has been our priority for more than 20 years (since 1996). Arp ISD has one of the longest running networks in East Texas. We gained access even before our ESC. ISPs have made promises and have attempted to provide us with access. The latest provider promised us access and after a site visit, disappeared from negotiations. Others have given poor service and filed for bankruptcy.

We are excited about gaining access to more hotspots but would like to formally state that this is only a partial solution to our efforts for last mile access. We will continue to work with potential providers and research current ways to bring that final piece of connectivity to all Arp ISD homes.

EXTENDED ACCESS: Arp ISD's current program of lending has been hampered by the lack of lending devices and the lack of Internet access in the home. The Technology Director has been working for years to help this area of East Texas which has little or no available Internet Service Providers. Much effort has been put into supporting the higher levels of economically disadvantaged students. She has previously secured discounted rates with an ISP which eventually filed Chapter 13, leaving Arp area once again "unlit". The Technology Director has even presented to the Texas Legislature on this very pressing issue. Arp ISD cannot guarantee that every home in our area will gain access via a hotspot due to lack of ISP towers, tall trees, hills and remote rural "unlit" areas. But we can, however, provide service to those students who are able to receive wireless connectivity.

CURRENTLY: The district upgraded its entire infrastructure last year using district & Erate funding. We have upgraded all our wireless access points and have a robust 10Gb network. Because our students did not have Internet access in their homes, the district concentrated its efforts on providing carts in each classroom with wireless devices specific for the digital content being utilized. This grant will allow the secondary campuses to purchase appropriate take-home devices and hotspots for lending to students for extended access needs. **EVALUATION:** The district utilizes multi-survey techniques, log programs, network reports, bandwidth charts, benchmarks, wireless logs, and observations to determine the status quo and to build needs assessments. We will be able to provide both quantitative and qualitative data for the formative and summative reports and evaluations during this grant.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ONLINE CURRICULUM: Arp ISD purchases and uses electronic textbooks and 3rd party online curriculum. All teachers have a web presence for delivering digital content. Parents and student participate in Arp ISD news & social media communication platforms. All students 2nd-12th grades have cloud-based applications through GSuite and/or Office 365. We offer online dual credit courses through Tyler Junior College and UT Tyler. The district has a digital strategy for blended learning in all classrooms and is continuously working to improve that aspect of the learning environment by aligning our efforts with iNACOL, ISTE, and LoTI.

Students are offered the ability for credit recovery through an online LMS. We also allow students lab times to participate in concurrent online courses. We are an online testing center for ASVAB, TSIA, PreSAT, CTE Certifications, and TA Certifications.

PARTNERSHIPS: TAP4E Partnership (<http://www.tylerareapartnership4education.org/get-involved>) has helped each campus to focus on postsecondary readiness. We are integrating STEAM into most classes and expanding our CTE & Technology Apps offerings. Additionally, the last 5 years we have offered robotics on both secondary campuses along with a robotics summer camps. We are co-founders of the SUPERNet Contortium and participate in the SUPERNet Virtual High School as well as TxVSN.

POLICIES: School policies have been updated to foster digital learning. All students participate in online Acceptable Use Policy, AntiCyberbullying, and Internet Safety curriculum and assessments. We have automated these processes through Learning.com and Google Sites & Forms for all stakeholders.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Arp Secondary campuses (JRH & HS) all use digital instructional materials in all core subjects areas, Technology Apps courses, and performing & visual arts classes. Our current digital providers include:

- Pierson online text and resources for ELA all grade levels,
- All grade levels: Cool Math, Khanacademy, IXL, Study Island, Youtube
- HS grade level: Physicgames simulations, Biol.co/simulations, Word Tamer & vocabulary, Cybrary, Odysseyware, Zordle, TJC & uttyler dual credit, SuperNet Virtual HS & TxVSN courses, Genetics.utah.edu, Instructables, Arduino, MineCraft.com, Lego.com, Learning.com, Adobe Creative Suite, Houghton Mifflin Harcourt Spanish I, II, III, IV & Math – all levels, Davis Publications for Fine Arts Online, CTE Courses are all online (Ag, Media, Webmster, PC Tech, Computer Sc I, II, Business Management, Yearbook and journalism)
- JRH Davis Publications for Fine Arts online, Houghton Mifflin Harcourt Go Math!, Science Fusion, Social Studies, (6th – 8th), Electronic Interactive online Learning.com Math & Tech Apps, Csedweek, Gcflearnfree, hourofcode.com, Minecraft.com, Scholastic Goosebumps.
- Additionally, Arp ISD teachers post their own digital content on Google Sites, Google Classroom and Edmodo. All our adoptions have digital content and resources. Our Spanish I, II, III, IV adoption includes digital resources through iPad app Puffin to the HMM interactive site.
- The district has opened (allowed past the firewall) over 400 educational sites from teacher requests to use on a regular basis for enriching their classroom content. Examples of these are Discovery education, VideoMagazine, Quizlet, studyzone, literacyshed, readwritethink, watchknowlearn, storybird, moneyskill, thinkcentral, raz-kids, thinkthroughmath, poetry4kids, flashcards, theproblemsite, knowledgeadventure, edpuzzle, storum, staar-review, etc.

JrH & HS faculty utilize both OS and IOS devices depending on the instructional content platform.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TECH TEAM: Arp ISD is blessed to have a 4-member Technology Team. Each member has a primary role but all members can assist in trouble-shooting devices and connectivity issues. Additionally, we have students who are able to assist in PC trouble-shooting and in connectivity issues. You can see our Technology Plan Certificate for 2017-18 at: https://drive.google.com/file/d/0B_OXt7psO2ITNmszemFmaUdsMGs/view and our Technology Plan at:

https://drive.google.com/file/d/1jtdNYBB_JVm2b0EpgEbnH6GCq3BI1ogG/view

PROFESSIONAL NETWORK: Arp ISD is a founding member of Supernet Consortium and has had a network in place for over 25 years. We have grown our own technicians and have contributed as mentors to 27 other school districts in our consortium. Our technicians are members of TecSig and stay briefed on issues that come up around the state. The Technology Director is a member of TCEA, TecSig, ISTE, COSN, ASCD, with memberships in industry journals and security blogs. We have mentored districts internationally as well. In 2017, Arp ISD was awarded First in the Nation for small schools as a Digital School District with Innovative Uses of Technology by the Center for Digital Education and the National School Board Association. (We were 5th in the nation in 2015 and 3rd in 2016).

INFRASTRUCTURE: Arp ISD just completed in 2017, with CAT2 funding from USAC (Erate), an overhaul and update of our entire infrastructure --all 3 campuses and in the District NOC (Network Operations Center). We have updaed all our switches, fiber ties, and wireless infrastructure. We have 200 MB tie to our ISP with options for increasing bandwidth on the fly. All our campuses have excellent wireless access coverage. We provide access on our playgrounds, out door picnic tables, stadium and field. All parking lots have access as well. We open our bandwidth to the public at 3:30PM. This allows students attending UIL events to do homework while waiting in the stands of our gyms or field.

POLICIES & PROCEDURES IN PLACE: Arp ISD has an 10 year-old lending policy is annually updated, but we are lacking about 100 devices to accommodate all students (6th-12th). We build capacity in our faculty and students by providing "just-in-time" and content appropriate online QuickStarts for all devices and all curriculum areas. You can find the Arp Tech Department QuickStarts at: <https://sites.google.com/a/arpisd.org/qstarts/> We also work with each teacher and all students to share videos and face-to-face training on appropriate care of electronic devices, Internet Safety and anti-bullying information. https://sites.google.com/a/arpisd.org/technology/benefits/handling_laptop

GSUITE & OFFICE 360: We provide cloud space for all devices. All 2nd-12th grades have their own email, cloud storage, and choice of device/applications. We do differentiate between take-home devices and cart devices, personal iPads and cart use rules. https://sites.google.com/a/arpisd.org/ipad_workshop/home We require face-to-face workshops before any device is assigned to a teacher, a class, or a student. All workshop materials are online so that after the face-to-face, stakeholders are able to review when needed. We have had these policies in place for over 8 years.

https://sites.google.com/a/arpisd.org/technology/general-information/device_central **INSURANCE:** Eight years ago we insured every device and had about 8% breakage which our techs fixed without claiming any insurance. We dropped the \$24,000 insurance the next year and had less than 1% breakage. We consider this due to our training procedures. In the next 6 years, there has been only 2 devices broken (1 iPad and 1 Netbook) by students. We do use protective covers and bags on all our devices. Teachers, however, have broken 8 devices over the 6 years. We have never had a device stolen from the district. Our tracking software can locate the device fairly quickly when it comes up missing.

DISTRICT BUY-IN: The District supports technology through allocations of blended funding. The board supports the Technology Initiatives through passing a technology integration policy component into all teacher evaluations. The administrative team supports technology integration by incorporating the Levels of Technology Rubric (LoTI) into their walk-throughs and teacher growth plans. Teachers support technology integration through the online presence and digital content offerings. Our High School Counselor supports online testing, online dual credit and virtual school courses. She also provides credit recovery through OddesdyWare Online software (LMS). **PD in PLACE:** Arp ISD teachers have a continuing education program through face-to-face, on request, and online delivery. Arp ISD teachers have mentored other school districts and built presentations for all stakeholders in the district and in the state. The LoTI Rubric and classroom observations, online portfolios and teacher Web-presence drives our needs assessments, planning and implementation of PD. Each teacher creates a personalized PD plan in collaboration with the administrative team.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212901

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PLANNING: The administrative team has already begun planning for the Summer Mentor Camp. We have the ability to present iNACOL Standards for online learning, Coaching Methods, and LoTi training to our Mentors. We have 4 teachers and 3 administrators signed up for this event making up the GRANT TEAM. **PREPARATION:** The district has all policies and procedures in place to train & evaluate processes & progress of all stakeholders. Pre-assessments will be baseline data for all stakeholders. Newsletters, Open House, Websites, Parent Workshops, WallWisher, Twitter, teacher Websites, Parent Blogs, and Progress Reports will notify all stakeholders of the Grant Initiatives. All teachers will gain access to the grade level device and gain adequate training on its use and software prior to student roll out. **PROTECTION:** Arp ISD supplies protective device bags & individual surge protectors for safely carrying & caring for devices that move to and from school. The devices will be prepped with the district's productivity, virus/malware protection, and grade level software. Parents will have the ability to implement Family Safeguards & Controls for both age and content restrictions.

IMPLEMENTATION: The Grant Team will hold parental workshops by grade level at which time all devices will be distributed as parents/students sign the device contracts and user policies. Students training-- in each grade level English class over the course of the grant period. Online videos will assist teachers in presenting. **EVALUATION:** The Journal of Inform. Techn. Education (2006) notes that e-assessments optimize the continuous improvement cycle based on measuring & analyzing data and artifacts gathered for a learning objective. Data collection will include: online benchmarks, performance rubrics, project ratings, and observations (Orlick, Harder, Callahan & Gibson, 2004). Curriculum alignment will reflect the desired progression and development of learners using iNACOL, SBEC competencies, LoTi walkthrough evaluations, TEKS-based online assessments, self-reporting surveys, journaling, project-base rubrics, collaboration, eFolios, and instructional LMS, surveys of all stakeholders, learner-centered outcomes and professional development certifications demonstrating the satisfaction of learning objectives & will drive the decision-making process for equitable access. Flexibility will be on-going in the T&L process accommodating time for collaboration, communication, adjustments, and feedback during the course of the grant.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LENDING CONTRACTS: These require all devices to be brought to school each day, charged, ready to use. We inventory, etch, label, and track all devices on a daily basis. Our logging programs can determine how often a device has connected to network, what is accessed, who accessed it, and how long. **Non-Grant Funds:** The district will provide the charging carts, surge protection, virus/malware/adware protection, protective bags or covers, maintenance, repairs, re-imaging, URL filters, email, etching, cloud storage space, blog space, Website Resources/Device Central, Textbook Central, Handbooks, contracts), inventory, updates, all productivity suites and applications and online 3rd party providers. **Check-in & Check-out Processes:** The check-out process will begin on demand as soon as parents and students have fulfilled the required training and the appropriate documents have been signed. --The district has recently adopted a BYOT policy and has provided wireless account management capabilities for this policy. Contracts and procedures for BYOT will be provided to parents the initial workshop. --The Campus Libraries will store systems and check them out upon teacher request to students for the amount of time requested by the parent. --Systems will be checked in for the following reasons: (1) lack of use, (2) repairs, or (3) called in by district Technology Department for updates, maintenance, or end-of-year re-imaging. --Students will be required to bring systems to school every day. Teachers will report on any systems that require maintenance using the online maintenance request form: <https://tinyurl.com/y743ort9> A letter is sent to the parent concerning any repairs or misuse issues from the District Technology Department. System turn-around is dependent upon availability of parts and manufacturer. The Arp Technology Department maintains parts for most systems and is able to repair them within a few hours. Spare systems will be maintained by the Arp Technology Department for such occasions. - -Teachers for each grade level will evaluate student need for HotSpots based on the grade level rubric. Each grade level will have a pool of HotSpots based on the number of Econ Dis. students in each grade level. The coordination of access will be closely monitored by the project director. If issues arise for one grade level over another there will be flexibility in the number of devices available for that grade level. The district will also actively seek auxiliary funding through other sources for additional devices as needed.

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